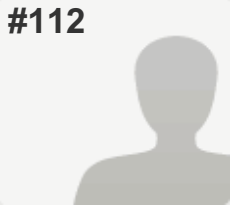


#112

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Thursday, June 16, 2016 2:27:41 PM**Last Modified:** Monday, August 15, 2016 1:55:41 PM**Time Spent:** Over a month**IP Address:** 64.237.25.230

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Q1: Name of School District:	Urbandale Community School District
Q2: Name of Superintendent	Steve Bass
Q3: Person Completing this Report	Crista Carlile

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Q4: 1a.Local TLC Goal

Retain effective teachers by providing enhanced career opportunities

Attract able and promising new teachers by offering competitive starting salaries and offering short-term and long-term professional development and leadership opportunities.

Q5: 1b. To what extent has this goal been met?

(no label)

Mostly Met

Q6: 1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

There are five data points that UCSD considers as evidence of progress toward these goals:

1. Gallup Employee Engagement Survey (Q12). In 2014-15, UCSD administered the Gallup Employee Engagement Survey to all staff members. The grand mean score of all staff members taking the survey was 3.83, which put UCSD at the 31st percentile of all organizations taking this Gallup survey. In 2015-16, UCSD again administered the Gallup Employee Engagement Survey to all staff members. The grand mean score of all staff members taking the survey was 3.85, which put UCSD at the 45th percentile of all organizations taking this Gallup survey. The increase of 14 percentile points in the overall engagement of UCSD employees in one year is a point of celebration, and UCSD will continue to administer this survey annually for the purpose of monitoring annual efforts to increase employee engagement that are occurring at both the district and building levels.

2. UCSD monitors employee retention data from year to year. Certified staff retention data is listed below for the past several years. Employee retention data for 2015-16 will not be available until fall, 2016.

2012-13 – 90% retained

2013-14 – 87% retained (early retirement was offered this year)

2014-15 – 93% retained

2015-16 – TBD

3. UCSD compares certified salary schedules with surrounding districts for the purpose of maintaining competitiveness during the negotiation process. In 2015-16, the UCSD starting salary of a teacher with a BA/BS degree ranked 7th out of 12 surrounding districts and the starting salary of a teacher with a MA/MS degree ranked 6th out of 12 surrounding districts.

4. Finally, UCSD monitors the seniority of certified staff members from year to year. In 2015-16, 64% of certified staff members had greater than five years of experience. These data are considered baseline and will be collected each year.

5. Each certified staff member in UCSD completes an annual personal professional growth plan aligned to the goals, mission and vision of their building. These plans have undergone a transparent and thorough alignment process to the UCSD annual improvement goals and district-level annual strategic improvement plans. This alignment process ensures the work being done at all levels of the UCSD system is purposeful and aligned for overall improvement.

Q7: 2a. Local TLC Goal

Promote collaboration by developing and supporting opportunities for teachers in schools and school districts statewide to learn from each other.

Q8: 2b. To what extent has this goal been met?

(no label)

Mostly Met

Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Each school in UCSD has adopted a Professional Learning Communities (PLC) model for teacher collaboration around instruction and student learning. Every school has built a schedule allowing for regular, job-embedded teacher collaboration time. Instructional coaches have become an integral part of this collaborative process, and they have worked with teachers to create norms and processes for PLC meetings to maintain a focus on student learning and instruction. Instructional coaches attend and support PLC meetings.

In 2014-15, UCSD administered the Gallup Employee Engagement Survey to all staff members. The survey was administered again in 2015-16 with some notable improvements. Among certified staff members, there was a 21 percentile point increase in the question "I have a best friend at work." According to Gallup research, this question is a critical measure of trust-building. "People would rather build bridges than walls around themselves. Friendship is a gateway to building mutual trust, and it leads to collaboration and teamwork. When employees have trusted relationships at work, their lives become richer and they are more productive (p. 20)." (From Driving Employee Engagement: Understanding, Measuring and Creating Employee Engagement.) Though this question showed the most drastic improvement, three of the four questions designed to measure teamwork showed improvement from 2015 to 2016 among all certified staff members. Both questions from the Gallup Q12 that are designed to measure growth of employees also showed marked improvement from 2015 to 2016.

UCSD monitors employee retention data from year to year. Certified staff retention data is listed below for the past several years. Employee retention data for 2015-16 will not be available until fall, 2016.

2012-13 – 90% retained

2013-14 – 87% retained (early retirement was offered this year)

2014-15 – 93% retained

2015-16 – TBD

Each certified staff member in UCSD completes an annual personal professional growth plan aligned to the goals, mission and vision of their building. These plans have undergone a transparent and thorough alignment process to the UCSD annual improvement goals and district-level annual strategic improvement plans. This alignment process ensures the work being done at all levels of the UCSD system is purposeful and aligned for overall improvement.

Urbandale has had a district-level leadership team for several years. Members of this team consisted of administrators and teacher leaders. In 2014-15, 56 certified teachers and counselors were members of this district team. With the transition to the Teacher Leadership and Compensation program, the former leadership team was disbanded and replaced with the Model Teachers, Instructional Coaches, and Curriculum Facilitators who were hired as part of the TLC program. Building and district administrators are also part of the new district leadership team. In 2016-17, there will be 64 certified teachers and counselors on this new team, for an increase of 14.3%. In addition to serving on the district leadership team, these certified staff members also make up the building leadership teams at individual sites. These teams are responsible for the creation and implementation of the annual strategic improvement plans at each building. Instructional coaches serve as members of these teams as well. Curriculum Facilitators are responsible for the creation and implementation of the annual strategic improvement plans at the department (district) level.

Q10: 3a. Local TLC Goal

Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities and involve increased compensation.

Q11: 3b. To what extent has this goal been met?

(no label)

Mostly Met

Q12: 3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Urbandale has had a district-level leadership team for several years. Members of this team consisted of administrators and teacher leaders. In 2014-15, 56 certified teachers and counselors were members of this district team. With the transition to the Teacher Leadership and Compensation program, the former leadership team was disbanded and replaced with the Model Teachers, Instructional Coaches, and Curriculum Facilitators who were hired as part of the TLC program. Building and district administrators are also part of the new district leadership team. In 2016-17, there will be 64 certified teachers and counselors on this new team, for an increase of 14.3%. In addition to serving on the district leadership team, these certified staff members also make up the building leadership teams at individual sites. These teams are responsible for the creation and implementation of the annual strategic improvement plans at each building. Instructional coaches serve as members of these teams as well. Curriculum Facilitators are responsible for the creation and implementation of the annual strategic improvement plans at the department (district) level.

Each certified staff member in UCSD completes an annual personal professional growth plan aligned to the goals, mission and vision of their building. These plans have undergone a transparent and thorough alignment process to the UCSD annual improvement goals and district-level annual strategic improvement plans. This alignment process ensures the work being done at all levels of the UCSD system is purposeful and aligned for overall improvement.

In 2014-15, UCSD administered the Gallup Employee Engagement Survey to all staff members. The survey was administered again in 2015-16 with some notable improvements. In particular, both questions designed to measure "growth" among staff members showed marked improvement in the certified staff population.

UCSD monitors employee retention data from year to year. Certified staff retention data is listed below for the past several years. Employee retention data for 2015-16 will not be available until fall, 2016.

2012-13 – 90% retained

2013-14 – 87% retained (early retirement was offered this year)

2014-15 – 93% retained

2015-16 – TBD

In addition to overall staff retention, the percent of staff retained in TLC leadership positions from 2015-16 to 2016-17 is also very high.

Curriculum Facilitators (3 positions) – 100% retained

Instructional Coaches (7 positions) – 100% retained

Model Teachers (60 positions) –

42 filled in 2015-16

50 filled in 2016-17 (95% retention; 10 new staff added)

UCSD compares certified salary schedules with surrounding districts for the purpose of maintaining competitiveness during the negotiation process. In 2015-16, the UCSD starting salary of a teacher with a BA/BS degree ranked 7th out of 12 surrounding districts and the starting salary of a teacher with a MA/MS degree ranked 6th out of 12 surrounding districts.

Q13: 4a. Local TLC Goal

Improve student achievement by strengthening instruction.

Q14: 4b. To what extent has this goal been met?

(no label)

Somewhat Met

Q15: 4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

IOWA ASSESSMENT READING*

2014

% Proficient 2015

% Proficient Change 2016

% Proficient Change

EL

51.5%

n = 268 50.0%

n = 266 -1.5 39.7%

n = 232 -10.3

11 202 10.0

NON-EL

85.3%

n = 2414 86.1%

n = 2413 0.8 87.4%

n = 2509 1.3

IEP

43.1%

n = 269 42.7%

n = 239 -0.4 42.1%

n = 228 -0.6

NO IEP

86.2%

n = 2413 86.4%

n = 2440 0.2 87.1%

n = 2513 0.7

FRPL

66.9%

n = 720 65.5%

n = 696 -1.4 67.2%

n = 750 1.7

NO FRPL

87.4%

n = 1962 88.5%

n = 1983 1.1 89.5%

n = 1991 1.0

MINORITY

69.1%

n = 570 70.3%

n = 585 1.2 70.5%

n = 644 0.2

NOT MINORITY 85.3%

n = 2112 85.9%

n = 2094 0.6 87.3%

n = 2097 1.4

Source: HEART (data pulled directly from Iowa Testing data file)

*Includes all students who tested in Urbandale in 2014, 2015 and 2016.

IOWA ASSESSMENT MATH*

2014

% Proficient 2015

% Proficient Change 2016

% Proficient Change

EL

59.9%

n = 267 58.3%

n = 266 -1.6 47.4%

n = 232 -10.9

NON-EL

87.2%

n = 2416 87.8%

n = 2412 0.6 87.1%

n = 2510 -0.7

IEP

45.4%

n = 269 45.0%

n = 240 -0.4 38.8%

n = 227 -6.2

NO IEP

88.9%

Impact of TLC Plan - 2015-2016

n = 2414 88.8%
 n = 2438 -0.1 87.8%
 n = 2515 -1.0
 FRPL
 69.2%
 n = 720 71.4%
 n = 696 2.2 68.0%
 n = 750 -3.4
 NO FRPL
 90.1%
 n = 1963 89.6%
 n = 1982 -0.5 89.6%
 n = 1992 0
 MINORITY
 73.3%
 n = 570 72.0%
 n = 586 -1.3 70.9%
 n = 643 -1.1
 NOT MINORITY 87.5%
 n = 2113 88.4%
 n = 2092 .9 87.6%
 n = 2099 -.8

Source: HEART (data pulled directly from Iowa Testing data file)
 *Includes all students who tested in Urbandale in 2014, 2015 and 2016.

IOWA ASSESSMENT SCIENCE*

2014
 % Proficient 2015
 % Proficient Change 2016
 % Proficient Change
 EL
 54.9%
 n = 268 61.3%
 n = 266 6.4 53.2%
 n = 233 -8.1
 NON-EL
 87.4%
 n = 2415 89.0%
 n = 2410 1.6 89.1%
 n = 2510 0.1
 IEP
 54.1%
 n = 268 51.7%
 n = 240 -2.4 55.7%
 n = 228 4.0
 NO IEP
 87.5%
 n = 2415 89.7%
 n = 2436 2.2 88.8%
 n = 2515 -0.9
 FRPL
 69.1%
 n = 722 72.1%
 n = 696 3.0 71.7%
 n = 753 -0.4
 NO FRPL
 89.7%
 n = 1961 91.2%
 1992 1.5 91.5%

Impact of TLC Plan - 2015-2016

n = 1980 1.5 91.5%

n = 1990 0.3

MINORITY

72.0%

n = 571 75.9%

n = 586 3.9 75.0%

n = 644 -0.9

NOT MINORITY 87.5%

n = 2112 89.1%

2090 1.6 89.4%

n = 2099 0.3

Source: HEART (data pulled directly from Iowa Testing data file)

*Includes all students who tested in Urbandale in 2014, 2015 and 2016.

District Assessment Data

Mathematics: Percent of Students Proficient*

Grade 2010-11 2011-12 2012-13 2013-14 2014-15

Grade 6 81.3 75.4 83.0 87.1 59.3

Grade 7 53.2 57.7 70.7 78.5 95.4

Grade 8 75.8 72.2 60.8 71.2 n/a

*2015-16 Results being tabulated and will be available in September

Reading: Percent of Students Proficient*

Grade 2010-11 2011-12 2012-13 2013-14 2014-15

Grade 6 93.2 91.8 90.0 85.6 94.3

Grade 7 69.7 76.9 60.8 67.8 87.3

Grade 8 n/a n/a n/a 84.5 74.9

*2015-16 Results being tabulated and will be available in September

Science: Percent of Students Proficient*

Grade 2010-11 2011-12 2012-13 2013-14 2014-15

Grade 8 90.4 86.9 91.2 89.9 91.2

*2015-16 Results being tabulated and will be available in September

UCSD administers the National PTA Survey each year. The percent of parents who indicate they agree with the following statements was compared from 2015 to 2016:

Statement % of Parents who Agree

2015 % of Parents who Agree

2016

Supporting of student success 66% 74%

Communicating effectively 72% 88%

Collaboration with community 69% 76%

Speaking up for every child 68% 73%

PAGE 4: Put any goals you wish to report on, but do not directly align with state TLC goals, on this page.

Q16: 5a. Local TLC Goal

Respondent skipped this question

Q17: 5b. To what extent has this goal been met?

Respondent skipped this question

Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Respondent skipped this question

Q19: 6a. Local TLC Goal

Respondent skipped this question

Q20: 6b. To what extent has this goal been met?

Respondent skipped this question

Q21: 6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Respondent skipped this question

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Q22: 7. Based on the results of your data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.

In 2016-17, the strategic improvement plans at each attendance center will include aligned goals and action plans for each of the district focus areas: student achievement in reading, mathematics, and science; student and employee engagement, and student hope. TLC leaders are responsible for collaborating to create and implement these plans.

The PLC process will be an integral part of this work at each attendance center. Each attendance center will have "tight/loose" PLC processes to ensure fidelity of implementation.

Administrators and TLC leaders (all model teachers, instructional coaches and curriculum facilitators) will be engaged in a process to support high levels of implementation of classroom learning systems in 2016-17. These processes are in place to ensure each classroom meets the criteria for a classroom learning system at high levels. These criteria include a mission for each classroom, long and short-term student learning goals, aligned measures to support the attainment of these goals and track progress, and short-term instructional cycles based on data.

Q23: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.

The TLC program has built a tremendous amount of capacity in our district to support high levels of learning for our students. TLC leaders have helped to increase the feelings of collective efficacy among staff, as evidenced by the Gallup Employee Engagement work. Further, TLC leaders have transitioned into district and building leadership roles, creating a sustainable system for continuous improvement. As evidenced by the extremely high retention of employees filling all TLC roles, capacity among the leaders filling TLC roles has been increased, their work is respected and embraced by their peers, and they are satisfied and engaged in their work as district and building leaders.

Impact of TLC Plan - 2015-2016

Q24: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

,

Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

,

Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

,

Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

,

Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.